



## Guiding Questions for Text Talks

*Use the questions below as a guide and jumping off place for exploring your text.*

### **Take your teacher-hat off:**

- What sections or moments of the text speak to you? Why?
- What choices did the author make about introducing information or telling the story?
- How does the author develop ideas, arguments, or themes across the text?
- How does the author use words and phrases for effect? What other literary devices jump out at you?
- What or who in the text do you want to know more about?
- Are there parts where you need to slow down or reread? What caused you to do this?
- Why did the author write this text in this way?
- What message, theme, or central idea do you take away from this text?

### **With your teacher hat on:**

- What is the big takeaway that you would want a student to understand after studying this text?
- Which parts of the text are the most challenging? (Where will students struggle the most?) Why?
- What questions are worth exploring further?
- What is left unsaid in the text? Why?
- What choices did the author make in the way that he/she introduced information and/or told the story? Why did he/she make these choices? What is their effect?
- What does the text simply “scream” for you to teach?
- As a reader, what do you personally gravitate towards in this text? What is most interesting to you? Why?
- What standards in your grade-level seem particularly well suited to teach using this text?

*As you think about which parts are difficult, identify key vocabulary and consider structure, you may want to use the Common Core Text Complexity rubrics to guide your thinking.*

### **Text complexity rubric for informational texts:**

<http://programs.ccsso.org/projects/common%20core%20resources/documents/Informational%20Text%20Qualitative%20Rubric.pdf>

### **Text complexity rubric for literature:**

<http://programs.ccsso.org/projects/common%20core%20resources/documents/Literary%20Text%20Qualitative%20Rubric.pdf>